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ABSTRACT

This booklet discusses school publication goals and processes, explaining how to identify and unify a school's image, and then how to project the image through a broad range of printed pieces. The booklet's 10 chapters are as follows: (1) Introduction; (2) The Importance of School Publications and Public Relations; (3) Creating and Securing a Unified Image through Publications; (4) Imparting an Understanding of Development within the Unified Image; (5) Setting Up a Publications Plan; (6) The Essential Publication: The School Newsletter; (7) The Core Publications; (8) The Auxiliary Publications; (9) Desktop Publishing; and (10) Conclusion. Eight appendixes (including sample planning sheets, attitudinal survey, publications information chart, newsletter production schedule, and sample profile sheet), a list of resources (books, periodicals, and software), and a glossary of terms conclude the booklet. (SR)

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Catholic School Publications: Unifying the Image

CS 212 863

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Catholic School Publications: Unifying the Image

by Frank Donaldson

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About the Author

Frank Donaldson is the director of development at Mercy Academy in New Orleans, Louisiana. Mercy Academy is an all-girl high school with an enrollment of 250 students. The school, owned by the Sisters of Mercy, is located in the garden district next to Tulane University and Loyola University.

Mr. Donaldson's education includes a Bachelor of Arts and an Master of Arts in English from the University of Southwestern Louisiana. At Mercy Academy he teaches journalism and is the editor of the school's quarterly newsletter, monthly parent newsletter, biannual case statement, recruitment materials and other informational publications. Mr. Donaldson is also the author of *Catholic School Development*, a quarterly publication for the principals of the elementary schools and high schools in the Archdiocese of New Orleans. He teaches a course in research and technical writing at Delgado Community College in New Orleans. In the spring of 1990, Mr. Donaldson started the Institute of School Development, a workshop and consulting program that is offered four times a year.

A well-known speaker on development topics, Mr. Donaldson has made presentations at the National Catholic Educational Association Convention, the National Catholic Development Conference and the Catholic Educators Convention in New Orleans. He also works in a consultant capacity with individual elementary schools, high schools, parishes and dioceses.

Foreword

Combining his expertise as a journalism teacher, development director and development consultant, Mr. Donaldson brings a clear and convincing plan for a comprehensive, united approach to school publications. He explains how to identify and unify the school's image, and then how to project the image through a broad range of printed pieces. Whether a school only sporadically sends newsletters to parents or whether it produces a multicolored quarterly newsletter, Mr. Donaldson's *Catholic School Publications: Unifying the Image* will bring new insights about the school's publication goals and processes.

While earlier booklets in the new development series addressed the student recruitment and the fund-raising facets of development, this sixth book concentrates on the public relations component. Mr. Donaldson's text details procedures, offers encouragement and challenges schools to use the opportunity to tell their good news to a variety of audiences.

I wish to thank the following critical reviewers of this publication for all their efforts: Mr. Brian Boston, NCEA Secondary School Department; Sister Elizabeth McCoy, ACJ, Principal at Ancillae-Assumpta Academy in Wyncote, PA; Miss Patricia A. Mullen, Development Director at Wahlert High School in Dubuque, IA; and Sister Kathleen Collins, Associate Executive Director, NCEA Elementary School Department.

Mary V. Burke, SNJM
Associate Executive Director
Secondary School Department

Acknowledgements

In 1979, I started a musical group in the New Orleans area known as CELEBRATION!, which was very similar to the Up With People concert group but on a local level. After having performed over 400 shows over the past 11 years, we have stayed financially alive because we learned some key development functions: how to build an image, how to put together good public relations materials, how to seek grants and how to recruit new members. Although it was a part-time, nonprofit venture, I would never have cultivated such an exciting interest in development had it not been for this group, which is still alive today.

I also want to acknowledge two people who have given me a great deal more in this field of development than I can ever give back to them. In 1986, Sister Mary Ann Hardcastle, RSM, offered me the job of development director at Mercy Academy. She believed in me and supported my work in the beginning years, and her faith has made all the difference in what I am now doing.

Starting in 1978, Herb Montalbano, a public relations and advertising executive here in New Orleans, has supported me in my work with CELEBRATION! and also at Mercy Academy. He has taught me much about the field of public relations and communications. Because of his guidance, many of the projects with which I have been involved have been successful.

I. Introduction

Communicating an Image

Webster's Ninth New Collegiate Dictionary defines "image" as "a reproduction or imitation of the form of a person or thing," "a tangible or visible representation," and "a mental conception held in common by members of a group and symbolic of a basic attitude and orientation."

A "school image" is the sum total of attitudes, beliefs, perceptions, feelings and impressions that people have of the school.

Each school has an image. In some cases, it is clearly defined and serves the school well in presenting a clear and organized picture of its mission and purpose. In other cases, the image is not clearly defined, and the school is not able to capitalize on the strengths of presenting itself in a professional manner. In today's increasingly competitive market, it is important for a Catholic school to understand its mission, Catholic spirit and academic strengths, and then to communicate these to all the people it serves. The image that it presents should represent the real heart of the school: the key parts that make it so outstanding.

Catholic Schools and Communications

The leadership, the faculty, the students, the parents, the alumni, the internal and external environment, and the school's curricular and cocurricular programs all contribute to people's perceptions of the school. Therefore, it is important that a Catholic school clearly define, unify and then communicate the image it wishes to project. This becomes the job of everyone who works with the school. This unified image may be presented in many ways: the appearance of the grounds, the school mascot, the type of play the drama club presents, the look of the bulletin boards, the tone and emphasis in a teacher's note. All of these communicate an image. The key to marketing success is ensuring that all communication vehicles are speaking the same language and

telling the same wonderful story about the school. This can start with an organized publications plan that begins to unify the image.

Communications and Development

In development, the cornerstone to success is *people*. Attracting people to invest their time, abilities and money in a school becomes the key to this success. This process takes time, patience and a strong communication program in which everyone speaks the same positive language. Many Catholic schools are doing a wonderful job of offering quality education; however, very few people know about it, because the school only sporadically tells the story. The communication process must be one of the first areas addressed by a school, usually through the development office or, if the school does not have a development office, through the principal's office.

II. The Importance of School Publications and Public Relations

Why Publications Are Important

For many schools, the reason they begin a development program or hire a development director is to assure that the school will have a financial future. One of the first steps of a development program is strengthening communications. Ideally, communications are well-established prior to solicitation for funds. Whether or not a person will give his or her time, talent or money to a school is in direct proportion to what extent he or she feels informed and a part of the school today. Publications let people know about all the great things that are happening at the school through these five vital ways:

- **Projecting the school image, building the case for support and showing that the school is here to stay**

A school should take great care in selecting those qualities that truly distinguish it. Everyone—the pastor, administrators, faculty, students, parents—needs to speak the same language. When the internal publics of a school agree on emphasizing the same aspects and using the same language to describe them, then the school projects a clear, impressive and unified image.

The image contains the answers to these important questions:

1. Why does the school exist?
2. Why was it founded?
3. Has the school's mission changed? Stayed the same? Adapted? How and why?
4. What does the school do best for students? The local community? The parish?
5. What future growth does the school project?
6. What contributions will the school continue to make?

Framing these answers leads to "image" as defined in *Webster's*: "a mental conception held in common by members of a group and symbolic of a basic attitude and orientation." How to address these questions will be described in the next chapter.

newsletter, a news release or an annual fund brochure, should reflect the central mission of that school—a mission that everyone should understand, believe in and can remember because of the consistency of language and frequency of emphasis.

When readers see that the school is planning a centennial in five years, the long-range plan goes to 1995 and a $15,000 grant has been secured for new science materials, they share an enthusiasm about the school's future. People want Catholic schools to be stable and to be survivors while maintaining a quality education that is affordable.

- **Acquainting the reader with school personnel**

When positions and names come alive with faces and real people, the response is warm and human. Alumni want to know if Sister Jane is still there or if Mr. Bennett is still acting out Shakespearean soliloquies. Parents want to know if the new music teacher who looks so young is from this area or has recently arrived. People are interested in people. Readers want to know about the impressive qualifications of the faculty and their backgrounds. They want to meet the student body and find out who they are, what they are learning and how they are succeeding. They are interested in the leadership of the school, both volunteer and employed.

- **Assuring the reader of the quality of the school's educational programs**

What is taught in the curriculum; how well students tested; and how many students earned scholarships, honors

and awards—these are some of the key news items people want to know. Testimonials from graduates of elementary schools and high schools are wonderful ways to say how a school "made a difference." Readers like to see how the school offers service to the community, how it worships together and how it has remained Catholic since its beginnings. Information about the low student-teacher ratio, the schools that accept graduating students and the educational in-service programs for faculty all point to a quality program.

- **Involving the alumni and past parents in the school**

Many graduates are unfamiliar with the current school information. Publications teach them about the school as it is today and build links with the past while staying contemporary in presentation.

Alumni appreciate hearing good news about their school. They like to feel that they had something to do with its success. The basketball player who played on the team that won the state championship feels that he established a legacy back in his day; he likes to hear about that winning tradition continuing. Members of the Class of 1963 like to learn about their classmates in the "Class Notes" section of the quarterly newsletter. Old pictures conjure up good memories, establishing that important emotional link. Many alumni begin to get involved with a school that has not communicated with them after they receive those first few newsletters.

- **Teaching about development, the school's financial base and the cost of quality education**

The financial base of Catholic schools has vastly changed over the past twenty years. Many graduates who went to Catholic schools in the fifties and the sixties do not clearly understand the need for a development program or even what development is. Back in their day, religious ran the school, only a handful of lay teachers were present, computer technology was only a dream, and a good candy sale could get the school's budget balanced. Publications are an essential way of communicating the role of the development program and also illustrating the school's budget, investment opportunities and long-range plan.

The School's Publics

Because a positive and informed perception of the school among its publics helps to build its future, Catholic schools must now think in terms of marketing. There is the "purchaser" (the parent and student); the "product" (the quality education the school offers); the "price" (the tuition and fees) and the "package" (how the school presents the product and the price to the purchaser). The keys are knowing who the publics are and what needs they have. The needs of the purchaser should match the product of the provider.

A school's publics can be divided into many categories, but the main two are internal and external. Internal publics are those people who operate within the framework of the institution: administrators, pastors, faculty, staff, students, board and volunteers. External publics are those that operate outside of that framework: parents, alumni, grandparents, godparents, parents of alumni, teachers in feeder schools, neighbors, local businesses, vendors, foundations—all the people to whom the school currently relates and those with whom it wants to establish a relationship. Communicating with these people will expand the ways the school is known and will broaden the base of possible leaders, volunteers, promoters and donors.

Publications are one of the key vehicles for relating to all publics. Each group needs to receive information about the school. What this information is and when it is sent should be part of a master plan. Knowing the school's publics, what their needs are and in what ways they can assist the school will guide the formulation of the communications plan. The communication tools should then convey the information simply, professionally and enthusiastically.

Building a Unified Image through a Communications Plan

Every school communicates with others, but the clearer the purpose of each publication is for each of the various audiences, the better the school will tell its story.

A strong communications program includes

1. general (quarterly) newsletters
2. recruiting materials
3. a profile sheet
4. the case statement
5. parish announcements/parish bulletin
6. family newsletters
7. the annual report

Whether the school has a development office or is planning for one in the near future, these publications set the stage by educating others to the mission and effectiveness of the school. It is important to start communicating with people before the school begins annual fund, capital campaign, endowment or planned giving programs. Donors need to see evidence of sound management, plans for the future and an effective academic program.

For guidelines on which publications should be sent to which publics, see Appendix A.

III. Creating and Securing a Unified Image through Publications

Appraising, Defining and Shaping the Image

Donors will support a school that projects a clear image of what it is, where it has been and where it is going. But how does a school reach this point? Through preparation, planning and implementation of a publications plan, a school secures its unified image.

Preparation

Hiring a development director, advertising in the newspaper, creating an attractive brochure, asking for money and churning out a quarterly newsletter are not the first steps that a school needs to take. The reason is simple: The key internal publics in the school and the parish need to understand each other. Anyone who is from South Louisiana knows that the key to a good gumbo is the "roux." It is the heart, the base and the center from which everything else grows. Like the roux to the gumbo, there must be a strong tie that binds together the entire communication effort. Without this strong base, a lot of the work becomes a splintered effort. That strong base is the shared vision and mission of the school—the key word is *shared*.

To identify the image of the school and the publication plan to convey that image, form a committee. Include the pastor, the principal and representatives from the following

key internal publics: faculty and staff, the parish council, the school board, parents, and other committees or groups.

Planning

The committee needs to be oriented in the process of planning, the school's mission, and the meaning of school and parish development. The committee members will then gather information about the perceptions of the school by using an attitudinal survey (see Appendix B) in one or more of these forms: focus groups, questionnaires, phone surveys, interviews, and open house evaluations. It should take two to three months to gather the needed information.

During that time, the committee appraises the image by using these materials in a self-study:

1. data from school accreditation materials
2. the present mission statement of the school
3. publications pieces (newsletters, brochures, letters, calendars, etc.) that have gone out from the school in the past year
4. slogans, logos, shields and phrases that have been used in the past

When the committee has both the results of the attitudinal survey and the results of their self-study, they are ready to begin the phases necessary for establishing the school's image.

- **Defining the image**

The committee analyzes the strengths and weaknesses of the school, the opportunities for the school, the threats to the school and the importance of the school to the parish and the community. From the language (the words, the phrases, the recurring themes) that develops from these sessions and the language in the mission statement, the self-studies and the attitudinal surveys, they begin to list the distinguishing highlights of the school. The following questions can serve as guide for this process:

1. What does the school have that no other school has?
2. What are its primary services?
3. How is the school different today than five years ago?
4. What will be different three years from now?
5. What are its unique characteristics?
6. What are its distinct qualities?
7. How does the school's name reflect its mission?

- **Shaping the image**

In a special creative session based upon the above information, the committee formulates

1. key words that best define the school
2. qualifying phrases that best describe the school
3. one-word definitions of the school
4. single, pictorial images of the school that can be roughly sketched
5. the mission of the school in one sentence
6. another name for the school (if it had to be renamed) based upon the mission

This session leads to the rich language that clearly describes the mission and future direction of the school.

- **Securing the visual image**

Working with a communications consultant or a graphic designer and based upon the above information, the committee should select the visual image.

The visual image will be established by the selection of the following (see Appendix C for specific examples):

1. logo: word or words in type that identify the school
2. symbol or shield: marks without type that identify a school or a parish
3. combination mark: symbol and logo used together
4. typeface: the shape of the letters and numbers
5. type style: the way a typeface can be modified (italics, boldface, etc.)
6. type size
7. colors

In most cases, the main visual image component about which a school should be concerned is the logo. Does it make a strong statement about the school? Does it communicate the school's stability, mission and quality? Can it be recognized, remembered and recalled? There is no other communication that is more prevalent than the logo, so great care should be given to this image. The logo should be used on all of the school's publications.

- **Securing the verbal image**

Once the visual image is in place, the committee needs to focus on the verbal image. The descriptive words that project the mission of the school and its distinguishing characteristics need to be capsulized at this point. This condensing of

words is expressed in two main ways: the school slogan and the key descriptive phrases.

The school slogan should reflect the school's purpose and include the qualifying words that the committee recommended. Its ideal length is one to ten words.

Next, key descriptive phrases are selected that extend the slogan. This is the language that surfaced from the surveys and in the committee meetings; these are the key words that describe what the school is all about and what it stands for. These are the themes that everyone within the school needs to stress and talk about over and over again. In spoken language, this is the "soft copy," the day-to-day communication in the faculty room, in the classroom, in planning sessions, at PTA gatherings, at parent-teacher conferences, in liturgies and even at the local supermarket. (See Appendix C.)

Implementation

Once the visual and verbal images are in place, then these images should be used constantly and consistently in events, communications and publications. The school's visual and verbal images should also appear on school-related items such as stationery, report cards, the school sign, folders, bumper stickers and school memorabilia.

From a marketing point of view, constant use of verbal and visual images brings about product identification, acceptance and understanding. Whether a person views the slide show, reads the newsletter or attends the graduation, the person receives the same image of the school. This is achieved by portraying the same message from various angles.

For example, if the identity of the school stresses faith community, then facets of faith community should be featured in the newsletter in articles about worship, liturgy preparation, support for a family at a time of tragedy, the retreat program, the faculty faith-sharing program, community outreach, prayer services and student-planned liturgies.

If academic excellence is first as an identifier of the school, then the front page of each newsletter should feature a lead story on some aspect of academic excellence, the profile sheet should include a section summarizing the academic program and the outstanding results, and the recruitment brochure

should begin with a section on the solid academic preparation that the school offers.

The committee should organize and implement a master communications plan in order to identify and utilize all of the school's communications and publications pieces. The power of a unified image comes through the school's planned program.

IV. Imparting an Understanding of Development within the Unified Image

Stability and Quality of the School

What a school thinks it stands for and how it is perceived in the community can vary. The consistent use of an image helps to eliminate confusion and makes it clearer what the school's mission is and why the services it offers are needed in the community.

Increased confidence results from communicating this unified image. When people begin to see a letterhead with a new logo, a very appealing recruiting brochure or an updated mission statement in the parent newsletter, they perceive a stronger and more stable school. The school's quality is communicated and shown in many areas: the academic program, the Catholic nature of the school, the internal atmosphere, the development program, the publications, the faculty and staff, the student body, plus other areas.

Once this process of communicating the school's quality begins, the returns on the investment of time, talent and money are well worth the effort.

Future Orientation of the School

Members of the parish council, the parents club, the faculty and other key groups should work on committees for the long-range plan, but the school board is ultimately responsible for the finalization of the plan. The long-range

plan, along with the visual and verbal images, conveys to the school's publics that it is developing in an organized, efficient and professional manner.

Communicating the long-range strategic plan demonstrates the school's stability and future growth. This plan helps to attract more and more people who are willing to work with the school to see it succeed.

Sharing Leadership and Ownership of the School

By taking leadership roles on the board and committees, individuals gain a sense of ownership in the school and help to plan for its future. The following are groups in which people can become involved in the leadership and ownership of the school:

1. the parish council
2. the school board
3. annual giving campaign chairpersons
4. the development council
5. phonathon leaders
6. committees (finance, plant and facility, marketing, personnel, governance, long-range planning)
7. a focus group
8. special planning groups
9. the PTA
10. the alumni association
11. the booster club

By assisting in an organized manner, people become the foundation for school development. As they share the school's success, help plan for the future and seek funds to finance that future, they develop a keen sense of ownership in the school.

Teaching the Meaning of Development through Publications

The people working inside the school will gain the proper understanding of development; however, there are many others who need to be educated about the financial realities of funding Catholic schools. This is where publications can play a major role in communicating the meaning of development. When people know the work, planning and organization that has taken place, they recognize quality and competence. Communicating from this position of strength, the school can begin to educate its publics about the costs

that are involved in providing quality Catholic education in the 1990s.

From a communication point of view, this is a threefold procedure that begins with the school stating the case that describes its mission and quality programs. Next, the school communicates the costs involved in delivering this quality by explaining topics such as the historic changes in the funding of Catholic schools over the past 25 years, the present school budget, the finances needed to live up to the mission of the school and ways in which people have supported the school in the past. Finally, the school educates people about the forms of giving, the benefits of giving to both the school and to the donor, the progress of the fund drives, the forms of recognition the school gives, and the school's commitment to the fund goals. This ongoing process applies to

1. the purpose and place of the annual fund
2. memorial gifts
3. endowments
4. scholarships (annual and endowed)
5. gifts of stock
6. gifts of property
7. gifts of kind
8. estate planning
9. insurance gifts
10. the future capital campaign

Publications are an effective way to teach all of the school's publics about the meaning and importance of development and should be part of an overall publications plan. It is necessary for a school to communicate this information and ask for support, or else it cannot expect to receive that support.

Recognition

When communicating about development, a school should consistently recognize the people who give by leading, working and donating. These are the people who strengthen the school and help promote a consistent, unified image by speaking about, working for and contributing to the school. The forms of recognition may include the following:

1. featuring a story in the school newsletter
2. putting the donor's name on a plaque in the school entrance

3. arranging a special liturgy for benefactors
4. hosting a social gathering to extend thanks and recognition
5. hosting a dedication ceremony
6. having the donor present on stage at important school functions
7. presenting a gift from the school
8. naming a scholarship, resource area or event in honor of the donor.
9. providing a special dinner with the pastor, principal and members of the school board

Whatever forms of recognition the school selects, the expression should both make the person feel honored and be consistent with the image the schools seeks to communicate.

Progress Reports

The school needs to keep its publics informed of its progress. One of the best ways to do this is through publications. The state-of-the-school message from the principal can highlight the key points in a semester. Features in the quarterly newsletter about students' outstanding standardized test scores can attest to academic excellence. A report on the progress of the annual fund in the parish bulletin can point to financial success. When people know that they are supporting a winner and see evidence of accountability and recognition, they will be more generous.

It takes time for a development program to achieve the success it deserves. It involves a slow but steady series of successes. The small successes add up and gradually begin to pay substantial dividends. The school's communication of this progress, along with its unified messages, helps to ensure continued support from the school's publics.

V. Setting Up a Publications Plan

When the visual and verbal images are established, the next order of business is the organization of a publication plan. The major components of a publications plan identify the audience, topics and format for each publication.

Publications Coordinator

One person, usually someone in the development office, needs to review all publications to help ensure that the school's image will be unified throughout its printed materials.

For schools that do not have a development office, there are several other ways to oversee the production of publications. One option is to have a faculty member with an adjusted teaching load to serve as a publications coordinator. Another is to put together a publications committee that the principal would chair. Each person on the committee would be responsible for assigned tasks—a group very similar to a journalism editorial staff. A third option is to inquire at a local college or university to see if a junior or senior in communications, journalism or English would want to work part-time. Fourthly, the school secretary might serve as the coordinator for the publications program.

Tools of the Trade

In addition to securing a person to coordinate publications, the proper environment and tools are also needed. If publications are done on a typewriter or a word processor and then photocopied, provide the following:

1. a work table

2. clip art books
3. scissors, tape, a ruler and a glue stick
4. a T-square
5. stick-on borders
6. white correction fluid

If publications are done on a typewriter or a word processor and then pasted on a "dummy sheet" for a printer, also provide:

1. a light board
2. an underlying grid to place on the light board
3. a waxer and wax
4. trimming knives
5. a cutting board

If publications are prepared with a page layout program on a computer, everything can be done on the screen, printed out "camera-ready" (without requiring pasteup or further modifications) and sent directly to the printer.

Style

The distinctive way something is done is called "style." Style brings about recognition and also distinguishes something as different from the rest. School publications need a distinct style giving them consistency. Repetition brings about recognition, so a school should carefully select what to repeat in order to unify the image it wishes to project.

As stated before, publications should include these characteristic identifiers:

1. the school logo
2. the school descriptive phrase(s)
3. the design and/or lettering of school name
4. consistent size and style of paper for each publication
5. consistent type size and typeface
6. consistent layout design specific for each publication

Consistent grammatical and structural style should include uniformity in

1. capitalization
2. punctuation
3. spelling of names
4. abbreviations
5. margins
6. justification of columns (flush left, flush right, justified)
7. length of articles

Once again, consistency leads to product identification and to a strong, unified image of the school.

Photography and Illustrations

Those working with publications should recognize that often the only reason a person will pick up a publication or read an article is because of an interesting picture. If a school is using a professional printer for some of its publications, then photos can be incorporated in them easily. Schools that do all of their printing on copy machines should avoid duplicating photos, because the resulting reproductions are not even of minimum quality and do not reflect an image of excellence.

Because quality photographs enhance the message, schools should seek to use pictures in newsletters, news releases and on the covers of publications. To ensure excellent photographs, the person in charge of publications can

1. hire a professional photographer to take pictures for key events and happenings at the school
2. invite faculty, parents and other friends of the school who have expertise in photography to take pictures at specific events
3. have the school invest in a professional camera and training for whoever will be using it

If the last option is chosen, there are several hints that can help enhance the photos in a school publication:

1. Take pictures up close, capturing facial expressions.
2. Purchase a camera with a zoom lens or telephoto lens.
3. Select a background that is uncluttered.
4. Make sure the subject is framed correctly.
5. Avoid taking group poses.
6. Take photos from different angles and at different levels.
7. Take photos that show action.
8. Take candid shots.
9. Realize that vertical shots can show the full person and eliminate unnecessary background.
10. For publication reproduction use black and white film.
11. Take many pictures.
12. Make sure the pictures used in the publications are clear and sharp.

Another way to make a publication visually interesting is by adding illustrations. Using clip art, especially that which is designed specifically for school use, is an easy way to make a publication more attractive. The caution here is to avoid overuse. Clip art can take up much space and bring clutter to a publication. Appropriately used, however, it can be an inexpensive way to add interesting illustrations with a professional look. Original art can also enhance a publication. Oftentimes in a school setting, a faculty member, a student, a parent or a friend of the school who has artistic talent can serve as an illustrator for school publications.

Printing

In organizing the publications plan, address these questions:

1. What publications are most important for the school?
2. When and how often should these publications be printed?
3. Which publications can be printed in-house and which should be done professionally?

A good rule to remember is not to print any publication unless it reflects the mission and the quality of the school. If a recruitment brochure cannot be done with style and precision, then a school should wait until it can afford a quality publication. Publications such as parent newsletters, the internal case statement, news releases, state-of-the-school messages and even a profile sheet can be done in-house in a quality manner. A school, however, needs to explore the possibilities of a professional printer when it plans to print the annual fund brochure, the recruiting brochure, the annual report, the public relations case statement or other pieces that simply cannot be effective without professional quality.

Advertising

Many schools have found advertising to be an excellent way to defray costs, publish a quality publication and, in some cases, actually make money. For example, one school decided to publish a quality public case statement by selling advertising. They made close to $5,000 in advertising and published 5,000 copies of a four-color, 36-page booklet which cost $4,500. What was unique was the fact that they put all the advertising on the back cover, the inside front and

back pages, and the middle 8 pages of the booklet. They also printed 250 copies of the case statement in a 28-page booklet with no advertising at all. These copies were used for major donor solicitation, foundation and corporation grant requests and other special occasions. The school did not want those copies to show advertising. Of course, the school made it very clear to all the advertisers that 250 copies of the case statement were going to be printed without ads and 5,000 with ads.

Before a school tries to sell ads the following questions should be answered:

1. Is this the kind of publication for which a school wants to sell ads?
2. Is the circulation large enough to merit advertising?
3. Is advertising going to take away from the publication by making it too commercial?
4. What is the company's involvement in the annual giving and/or fund-raising events?
5. Are the size and costs of the ads reasonable for both parties?
6. Is the school going to limit advertising?
7. Is there a minimum number of ads that must be sold?
8. Must the ads be camera-ready?

Budget

Financial considerations in a publications program include

1. identifying the kinds of publications needed
2. deciding what, if any, professional services are needed
3. deciding how many copies will be needed
4. deciding how the publication will be printed and distributed
5. seeing what mailing costs will be incurred
6. determining the time in-house projects require and if they will take someone away from another key job

The publications should reflect the quality of the school in content and in appearance. Because they must compete with other printed materials, the appearance of the school's publications needs to encourage reading.

In considering the school budget, it is essential to allocate enough money for publications. The importance of budgeting the necessary funds is seen in the example of one elementary school sponsoring an annual Grandparents Day. In the past, the school had never included the grandparents in

any of their school communications, except the annual fund literature. Then the school broadened its approach, and the grandparents received the quarterly newsletter and an annual fund brochure just for grandparents. In one year, the grandparents increased their giving from $5,000 to $11,000! All of this was done through publications. The $900 cost to the school proved to be a wise investment.

Multi-Year Plan for Publications

The publications plan will answer these questions:

1. Which publications should go out first and how often?
2. When should these publications go out?
3. What content plan should be followed?

It is best to have a publications plan that will phase in every publication in a timely and organized fashion. The following is one example:

First year

1. Provide a student recruitment brochure.
2. Put the newsletter into circulation.
3. Design a profile sheet (for recruiting).
4. Compose an annual fund solicitation letter.
5. Publish donor and volunteer listings in the newsletter.

Second year

1. Continue the newsletter.
2. Produce an annual fund brochure to accompany the solicitation letter.
3. Update the profile sheet.
4. Publish the annual report.
5. Mail the state-of-the-school message.
6. Begin the internal development newsletter.
7. Begin the formation of the case statement.

Third year

1. Continue the newsletter.
2. Update the profile sheet.
3. Produce the new annual fund brochure and design solicitation letters for various constituencies: parents, parishioners, graduates and grandparents.
4. Finalize the case statement.
5. Mail the middle- and end-of-the-year state-of-the-school messages.

6. Expand recruiting materials (catalog).
7. Publish the annual report.
8. Continue the internal development newsletter.

For a detailed breakdown on the suggested format and content for each publication, see "Publications Information Chart" (Appendix D).

Distribution of Publications A school needs to chart its plan for distribution. Using the master publication plan for audiences and publication pieces in Appendix A, add the date of distribution, number of copies and method of distribution to make a chart such as the following:

Publication	Date	# of copies	Circulation
annual report	annual—Aug.	4,000	bulk mail
case statement	annual—Feb.	4,000	bulk mail
internal dev. report	monthly	75	handout
profile sheet	annual—Aug.	2,000	handout
quart. newsletter	Sept./Dec./Mar./June	6,000	bulk mail
recruiting brochure	annual—Aug	2,000	handout/mail
state-of-the-school message	semiannual—Jan./June	6,000	bulk mail

Some of these publications will also be excellent to distribute to other places such as real estate offices, feeder school offices, doctor and dental offices, the chamber of commerce, and the parish church.

Evaluating the Effectiveness of Publications Set up evaluation processes from the beginning, using different approaches with different publications. In the newsletter, annually insert a questionnaire to evaluate the publication. Also, select 25 to 30 people and ask for their input regarding style, format, content and suggestions for new topics. Regarding student recruitment materials, discuss

the materials with students, faculty members and board members.

The case statement and the profile sheet require input before and after publication by people with expertise in either public relations, marketing, advertising or communications. More specifically, it is helpful to have people evaluate the pieces by conducting an assessment with an ad hoc committee to study the publications used that year and to make recommendations for next year's materials.

VI. The Essential Publication: The School Newsletter

The Value and Kinds of School Newsletters

In another NCEA fastback publication, *The One-Person Development Office* by Anita Stangl, she states, "The newsletter is the main vehicle to educate others about the entire school profile." There are many advantages that a school newsletter has over other publications; the main one is that the newsletter can be used to report all facets of school news. It can list the names of the students who made the honor roll as well as keep the alumni up-to-date on what their classmates are doing. It might also give the basketball schedule, what menu the cafeteria will follow during a given week and updated results of the annual fund.

The newsletter's chief asset is its versatility: A school newsletter can be whatever the school wants it to be. Most Catholic schools choose one of three types of newsletters:

- the quarterly newsletter, which goes out to parents, faculty, donors, administrators, alumni, grandparents, parents of alumni, businesses, community leaders and friends of the school
- the monthly newsletter, which can be either sent to the above mentioned publics or used strictly as an in-house publication for faculty, parents and students
- the weekly or biweekly newsletter which goes out only to faculty, parents and students

The quarterly newsletter is more sophisticated, done more professionally and used more by high schools rather than elementary schools. There are key areas that need to be ad-

dressed in all three newsletters, however, regardless of which kind the school chooses to use.

Planning the Newsletter

The newsletter plays a basic role in the overall publications plan. Begin by designing a one- to two-year calendar of publishing dates and topics to be covered.

In planning for the newsletter, the school needs to address both what is important for the school to convey and what its publics need to know to better understand the school. In addition to these questions, the following also should be answered:

1. To whom does the school want to send the newsletter?
2. Who is interested in reading the newsletter?
3. What kind of information are they interested in?
4. What is the average age of most of the readers?
5. What relationship do they have with the school?
6. Why would they read this publication?

Once there is a basic content design for the year, a planning sheet that outlines the details for the newsletter, such as the one in Appendix E, can serve to help organize each issue. Selecting the purposes and themes to fit the audiences are the key choices that must be made for each newsletter.

Newsletter Production

There are a number of ways to produce the newsletter; the following are three that are commonly used:

- **With a typewriter on preprinted layout sheets**

If producing the newsletter with preprinted layout sheets, have a professional graphic designer or artist design a nameplate for the newsletter. Then, decide on the number of columns you want. Have a printer typeset the nameplate, the constant section titles of the newsletter (like "From the Principal," "Activities," "Sports," "Development News" and the return address information) and the irreproducible column guides. Next, run off copies of the preprinted layout sheets and type the articles for each issue on these preprinted sheets. Then, photocopy the sheets on the school copy machine.

Another way, which is more expensive, is to typeset the constants (nameplate, etc.) in a different color and to run off the copies needed for the whole year. Type the newsletter on a blank layout sheet with just the column guides. Either

have the printer run off the newsletter on the preprinted sheets or use the school's copy machine. It takes a bit more time to organize and align, but the result is a two-color newsletter of the preprinted color and the typed color.

- **With a word processor and columns laid out by hand**

Producing the newsletter using a word processor requires the capability of a word processing application that formats columns, and involves a few more steps. First, hire a professional to design the nameplate for the newsletter. Then, draw a rough sketch, or "thumbnail sketch," of where the items will be placed on the pages. Enter the text, or "copy," in column format on the word processor. Next, decide on the headlines. If the word processor does not have type large enough to work as "heads," get press on letters that can be used as heads. Then, cut out the articles in column format. Using a layout board, lay out the nameplate, the heads, the articles, the clip art, the photos and the borders on dummy sheets, based on the thumbnail sketch of each page. Finally, after the above items have been laid out and lined up, paste them up and send them to the printer camera-ready.

- **With a desktop publishing program**

This is the most effective method for producing a newsletter. It takes time, however, to learn and master the art of desktop publishing. Consult chapter IX for general information and guidelines for desktop publishing.

No matter which option is chosen, there are a series of steps necessary for the production of any school newsletter. These are listed in Appendix F.

Deciding on the Content

After selecting the content for the newsletter, identify the standard topics to be included in each edition. For example, academics, as a standard topic of the unified image, could be featured in a variety of ways, such as focusing on course content, the honor roll, test scores, creative projects and teaching methods. In addition to the general school news, the newsletter authors seek out information in advance, information which enhances the image.

Gathering the News and the Photos

One of the first tasks is to assemble a network of people throughout the school community who represent all areas of the school. Then, equip each person with a good supply of these three forms in Appendix G:

1. Who's/What's in the News
2. Newsletter Article and Reporter Writing Schedule
3. Newsletter Photo Schedule

Using these simple forms will help volunteers organize and track the content of each issue.

Writing and Editing

Even if one person is editing the newsletter for consistency, it is helpful to lay out the style guidelines before writers submit articles. The following are general guidelines to assist writers:

1. Use a pyramid style of writing. In the journalism field, this refers to placing the essential information at the beginning of the article—the who, what, when, where, why and how—followed by more details and description.
2. Be simple and direct. Newsletters, like newspapers, often give the facts, just the facts.
3. Use simple tenses (past, present and future).
4. Keep articles between 50 and 150 words.
5. Use short paragraphs.
6. Watch the use of jargon and slang. Avoid being "folksy."
7. Use complete sentences.
8. Be consistent in punctuation, capitalization and other styles.
9. Use short headlines (under six words).
10. In submitting articles, double-space the rough draft and final draft.

When putting together the networking group, seek the help of one or two English teachers to proofread the newsletter.

The Style of the Newsletter

Stay consistent in style usage. For example, if you are using a two-column format, maintain that style consistently throughout the newsletter and from issue to issue. Consistency in style should be applied to the following components of the newsletter:

1. body copy
2. borders
3. column format
4. graphics
5. grids
6. headlines
7. margins
8. nameplate for each issue
9. size and grain of paper
10. style and size of type

Consistency can still allow for the creative use of "white space." By having nothing in it, this space can serve as a wonderful visual relief from too much copy. Some ways to increase white space include using the following:

1. a ragged right-hand margin
2. white space outside of the margins that encloses the copy
3. headers and footers
4. borders
5. white space as a border for pictures and graphics

Printing the Newsletter

In many schools, using a copy machine or a mimeograph machine is the main in-house method of printing. If all school publications are done the same way, try to establish something unique about the newsletter, for example, by choosing a particular paper stock or color. It is acceptable to do the weekly or monthly parent newsletter on a school machine. The newsletter that goes out to all publics, however, is best done by a printer to give it an appearance of quality.

Most professionally printed newsletters are done by either a quick-print shop or a commercial printer. The difference between the two is that the quick-print shop makes a "plate" directly from the camera-ready pages, and the commercial printer makes negatives first and then makes plates from the negatives. The quick printer is able to run 2,000 to 3,000 copies, and the commercial printer specializes in large runs. More detail is seen with the commercial printer in things such as photos, which are reproduced much clearer, because they are converted into halftone negatives and then put onto plates. The time it takes for completing a job is another difference that distinguishes the two. Quick printers adver-

tise that they can finish a job in a hurry (but be sure to clarify this before they do the job), while commercial printers usually take more time.

In Mark Beach's book *Editing Your Newsletter* (listed in Resources), he suggests looking at three different areas when deciding on a printer:

1. Quality: How important is it to have top quality?
2. Quantity: How many copies are needed?
3. Service: What are the deadlines?

Printers are in business to provide a service and receive compensation for that service. If that is the understanding between the school and the printer, then the relationship will probably work. Unfortunately, many deals go sour because a printer was doing a favor and the favor got overextended and overused. A good rule of thumb is to keep the business of printing just that—a business.

Distribution

One or several ways can be used to distribute the newsletter:

1. Mail the newsletter by third-class bulk mail.
2. Hand out the newsletter to those publics that can be reached this way.
3. Mail the newsletter with another mail-out from the school.
4. Strategically hand-deliver the newsletter to key places like real estate offices, parish churches, and doctor and dental offices; mail the others.
5. Give the newsletter to the students to take home.

Mailing the publication third-class bulk rate takes longer than first-class and requires presorting, but is a real bargain. Before using third-class bulk rate, do the following:

1. Get a copy of the latest postal regulations from the post office before final decisions are made about schedule, design and cost.
2. Make sure that the address list is up-to-date and correct.
3. Check on the label printing process.
4. Verify that the school's non-profit status is current.

Also be aware that third-class mail has very strict regulations that are enforced.

If the mailing is 2,000 or more newsletters, look into mailing services. These companies specialize in doing bulk

mailings at a cost that is not expensive in comparison to the staff time and salary required if done at school.

VII. The Core Publications

These publications form the core of the school's printed communications. They are divided into basic publications and standard publications. Over several years, a school should plan to expand its communications to include a full range of publications.

Basic Publications

- **Recruiting materials**

The messages in the recruitment materials should match the school's image as it is projected in all other print and media productions. Recruiting materials should be geared to prospective parents and students. The themes in them state distinctive qualities that are important in the choice of a school. It is not a question of who has the best school but, rather, which school provides the best match between the student and the school.

Recruitment materials usually include

1. a brochure with pictures and basic information about the school, its distinct qualities and its offerings
2. a profile sheet of facts
3. special brochures that explain specific programs such as athletics, the performing arts program and financial aid
4. a curriculum brochure or booklet that lists the course offerings and a brief description of each
5. a two-pocket folder with the school's name, logo and/or picture on the front; handout sheets inside; and, as an option, information on the inside left and right flaps of the folder

The following list addresses topics usually included in the recruitment materials:

—activities
—admissions policy
—athletics
—community service
—curriculum
—daily schedule
—descriptive phrase(s) used to identify the school
—distinctive features, unique qualities and advantages
—enrollment procedures
—faculty information
—financial aid
—food service
—logo
—mission and philosophy
—new programs
—open house information
—organizations and clubs
—performing arts
—religious programs and activities
—scholarship information
—school profile
—special programs
—testimonials
—transportation information
—tuition and fees, payment schedule
—ways to visit the school
—what to do if interested
—where and whom to write for more information
—where graduates go and what they do

New students, new families, new resources and new contacts are the lifeline for the school's existence. For this reason, it is necessary to allocate funds for recruiting materials of professional quality. For example, if additional dollars spent on publications result in a growth in enrollment, this not only means increased tuition dollars but also an increased base for support in the annual appeal, a more cost-effective student-teacher ratio, an increased parent-involvement base and a more convincing profile of success for the school. The return on the investment is a win-win situation.

- **The profile sheet (Appendix H)**

A profile sheet is a single sheet of paper, usually professionally done, that describes the following:

1. name of school
2. location (address, phone number with area code)
3. type of school (grade levels)
4. number of faculty members and degrees
5. number of students
6. tuition and fees
7. student-teacher ratio
8. owners of the school
9. distinctive qualities of the school
10. curricular and cocurricular offerings
11. other highlights

These carefully selected items, stated in summary sentences and grouped by topic, highlight the school. In one 30-second glance, a prospective parent, student or donor can zero in on essential and impressive information.

Standard Publications

- **The case statement**

The case statement is a document that explains where the school has been (its history), where the school is (its present situation), where the school is going (its long-range plan) and why people should invest in it. There are several genres of the case statement:

The internal case statement:

This is used by the internal publics (pastors, administration, boards, faculty, staff, parents and volunteers). It grows out of the planning processes representing a consensus of the school's leaders. It covers the mission of the school, the strengths of the school, the plan for growth and the reasons for support in great detail. The writing of the internal document clarifies the school's direction for the future.

The public case statement:

This is the brochure or booklet that goes to the general public. Complete with photos, the public case statement outlines the past, present and future of the school. It highlights the school's distinguishing qualities and future plans, consistent with the internal case statement, but does not convey every minor detail. It includes the new resources sought, the benefits the school will receive from the new resources and various giving options. (See Appendix A.)

The specific case statement:

This case statement addresses a singular project or approach that is used in a planned giving program or an endowment program. A project, program or plan to be funded by the specific appeal requires a publication with a single focus to present it. Examples include a brochure on remembering the school in a will, establishing an endowed scholarship or building an athletic field.

Each case statement takes time and research. By giving the rationale for support and outlining the school's projected growth, the case statement attracts donations, planned gifts and major school improvements in structure and resources. It is a professional document that will attract people to the school's mission and future. The more sophisticated the campaign, the more extensive and professional the case statement.

- **The annual report**

The annual report portrays the highlights of the previous school year and is sent to all the key publics. Its purpose is to account for the quality of the school year, to build toward growth in the coming year, to recognize and thank donors and volunteers, and to show the financial standing of the school. The report establishes credibility, exhibits good management and institutes public accountability. Donors and prospective donors to the annual funds and capital campaigns need to see how the school's money is being used.

The annual report is more than just a financial report; it also goes into detail about the school's successes and new programs and how that growth will be sustained in the future. Six key areas should be emphasized in the annual report:

1. successes in the past year that verify the solidity of the academic program, cocurricular program and religious nature of the school
2. the listing of donors by giving clubs
3. acknowledgement of volunteers and leaders
4. future plans for the school
5. the financial report
6. future investment opportunities and a rationale for investing

The annual report usually begins with a letter from the principal, the pastor and the volunteer leadership (school

board or campaign chairperson). The annual report does more to add credibility and acknowledgement than any other document a school can publish.

Most annual reports can be done in an 8½ × 11 format in multiples of four pages, depending on the number of people recognized and the extent of the text describing the year. Some schools choose to include the annual report in the quarterly newsletter and expand the pages of the newsletter. Ideally, it should be a separate publication.

The annual report is an important document that can also be used in other areas, namely for grant proposals, foundation and business contacts, and to recruit leadership for the school.

- **State-of-the-school message**

Like the president's State of the Union message, the state-of-the-school message comes from the principal or president of the school. It is a letter written twice a year (in January and May), explaining the school's progress to date. Whereas the annual report is a more formal document, the state-of-the-school message expresses a more personal tone in letter style.

The state-of-the-school message can be distributed several ways. It can be included in the school newsletter, mailed by itself or sent home with students.

The letter extends an invitation to become more involved with the school. Many accept this invitation by telling the good news, recruiting students, working on committees, helping in the school office, chairing a committee at the open house, plus many other ways.

- **Brochures for annual funds**

The annual fund brochure is often an 8½ × 11 piece that is folded twice to make six panels and enclosed in an appeal letter for support. The brochure includes

1. an attractive cover, preferably with a picture featuring student(s)
2. a slogan for the annual fund
3. a brief profile of the school (how the campaign benefits students)
4. distinctive qualities of the school (from the case statement)
5. the dollar goal

6. purposes of the annual appeal
7. gift clubs
8. ways to contribute
9. a listing of campaign leaders by name and profession

VIII. The Auxiliary Publications

As a school becomes more sophisticated in communicating with its publics, it produces additional materials to further describe specific school procedures and functions.

- **Student handbook-calendar**

To start off the school year, many schools choose to publish a student handbook-calendar. This publication accomplishes several purposes: It communicates standards and guidelines for students, lists the important dates of the school year, welcomes the school family to the start of a new school year, introduces the faculty, and sets the tone for the opening of school.

The student handbook-calendar is an excellent publication to help the school project a unified image. Some schools even choose to use it as part of their recruiting package, so that incoming students and parents know what to expect.

In addition to the schedule of school events, the following items appear in a student-handbook calendar:

—academic expectations
—athletic schedules
—clubs and organizations
—courses of study
—discipline code
—emergency information
—faculty and staff
—history, philosophy and mission
—listing of board, PTA and booster club members

—liturgy schedule
—lunch program
—payment of tuition and fees
—school telephone numbers
—welcome letter from the principal

- **Program book**

A program book, similar to a program a fan would get at a college or professional athletic game, is a commercial piece with advertising. In addition to featuring information about the school, it can produce revenue. How the advertising campaign is set up, the cost of the ads, how many people are involved—all of these play an important role in the financial success of a program book.

This publication has a number of main components:

1. advertising interspersed throughout
2. many pictures, including the cover photo
3. human interest stories
4. school highlights and activities
5. action and excitement through photos and headlines
6. one central theme running throughout the publication

The program book, which should be published annually, comes as close to a yearbook as any publication and exhibits the personality of the school. People should look forward to receiving it and should be encouraged to support the advertisers. It should be distributed to all the school's publics.

- **Brochures for special events and campaigns**

There are times when a school will need to develop special brochures for specific campaigns and programs. The information in these brochures should come from the case statement and should target the particular program the school is promoting. Brochures can be developed for things such as

1. a capital campaign
2. dedication ceremonies
3. donor recognition ceremonies
4. the endowment program
5. gifts to the school
6. graduation ceremonies
7. major fund-raising events
8. the planned giving program
9. the school fair

In the brochure the cause is explained in a convincing

manner. These publications indirectly say that the school cares enough to publish a special brochure to highlight the event or campaign.

- **Greeting cards**

Another way some schools choose to relate to their various publics is through greeting cards. They can be very effective, because they show that the school has a personal concern. Some schools choose to send greeting cards at the regular times of the year—Easter, Christmas, birthdays—while others send greeting cards at times when they are least expected—Valentine's Day, Catholic Schools Week, Thanksgiving, Ash Wednesday. To some publics (grandparents, alumni, parents of alumni) cards come as a pleasant surprise. Often the greeting cards can be designed by students of the school.

- **Internal development report**

In larger schools or in schools with extensive committees, one way to keep volunteers informed is through a monthly, two-page in-house newsletter called the internal development report. It goes to all the internal publics—administration, pastors, faculty, board members, key volunteers and committee members—and contains the following key elements:

1. the development calendar for the next month
2. projects in the planning stages
3. forms for people to submit news items and article ideas
4. questionnaires on various subjects
5. volunteer sheets for people to sign up and help in various areas such as recruiting visits, envelope stuffing, open house planning and donor identification
6. excerpts from articles that help to educate the internal publics about development
7. wish lists
8. forms for people to suggest foundation and corporation grant possibilities
9. updates on the annual fund and other continuing programs
10. key volunteers who have been a tremendous help to the development program

IX. Desktop Publishing

An Overview

The desktop publishing revolution began in the mid-1980s when Hewlett-Packard and Apple laser printers first appeared. Coupled with the applications known as Aldus Pagemaker for the Apple Macintosh computer and Xerox Ventura Publisher for the IBM personal computer (PC), users were suddenly able to design, lay out and print publications that were near typeset quality. What once was a laborious task with many steps in the process had become an in-house, at-home or at-office function. Now more and more hardware systems and software packages are being invented, upgraded and offered. With the proper training anyone can reach certain levels of competency in desktop publishing.

Advantages and Disadvantages

The first principle that must be understood is this: Desktop publishing is not a magical solution—it is a tool. If properly understood, it can save time and money. Listed below are some of the advantages in using it:

1. Desktop publishing can save schools money by allowing them to produce in-house, camera-ready publications.
2. "What you see is what you get" (WYSIWYG) is the greatest advantage over most word processing applications.
3. It takes only seconds to make adjustments on the screen.
4. The layout and design can be controlled from beginning to end.
5. It offers a variety of production alternatives for grids, margins, master pages, graphics, type and styles.

6. Most Catholic schools already have computers.
7. Computer teachers can serve as excellent resource people.
8. Schools can get educational discounts from hardware and software dealers.

There are, however, some disadvantages:

1. The initial costs to acquire systems, software and training are expensive.
2. Time is needed to learn and become proficient.
3. Many publications get that "desktop-published" look that can become boring and monotonous.
4. Keeping up with the fast-paced field of desktop publishing requires constant reading and education.

Additional Uses of Desktop Publishing

In addition to newsletters and other basic publications, desktop publishing can be used for many other printed materials related to the school such as the following:

1. brochures for campaigns, fund drives, special programs, donor recognition and events
2. flyers
3. pamphlets and booklets such as the case statement, course offerings, the student handbook and program books
4. single items such as pledge cards, postcards, greeting cards and calendars
5. banners

Hardware and Software

Selecting the best hardware and software requires extensive research and reading. Before purchasing hardware, consider the following questions:

1. What kind of computer will you need?
2. What kind of printer will you need?
3. What kind of disk drive is best for the system and the workload?
4. Is a big screen needed for page layout?
5. For layout programs, graphics and electronic clip art, how much memory will be needed?
6. How expandable is the computer?
7. Is there training available?
8. What is the maintenance cost?

The options are multiple when it comes to software. Here are some for enhancing publications:

1. word processing packages, many of which have the ability to perform basic page layout functions
2. page layout packages
3. draw and paint programs
4. electronic clip art
5. type enhancement packages to create distinctive type for special effects
6. utility programs to organize and run software and hardware in a more efficient manner

X. Conclusion

Catholic school publications provide so many opportunities for schools to communicate with their publics and project a positive, unified image. The challenge and the opportunity to tell the school story belongs primarily with the school.

Most people will learn more about the school from its own publications than from any other single source. A school can express, expand and emphasize the good news about itself to the broader community through publications. Proclaim the good news! Account to your constituents while increasing their knowledge of and enthusiasm for the school! Begin by establishing a publications plan, following these guiding principles to assure success:

- Organize and implement the process that will establish the verbal and visual images that the school wants to project.
- At every publication opportunity, project that unified image.
- Tie the publications plan into the total development effort of the school.
- Prioritize what publications are the most important for the school and establish a phase-in program.
- Remember that the publications plan is a process that will take time; the transformation of the look and feel of the school publications does not occur overnight.
- Do not hesitate to bring in professional expertise to help establish the basic foundation.

Also, a school should be willing to experiment with and create new ideas, new formats, new designs and even new publications. With all of the printed materials that people are bombarded with today, if a publications piece is going to be read, it must be interesting, informative and unique. The school story deserves the finest presentation.

Appendices

	Case Statement	Recruiting Materials	Profile Sheet	Annual Report	State of School	Quarterly/Monthly Newsletter	Weekly Newsletter
Faculty & Staff	✓	✓	✓	✓	✓	✓	✓
Students		✓	✓				✓
Board	✓	✓	✓	✓	✓	✓	✓
Board Committees	✓	✓	✓	✓	✓	✓	✓
Alumni	✓	✓		✓	✓	✓	
Parishoners	✓			✓		✓	
Parents	✓	✓		✓	✓	✓	✓
Pastor	✓	✓	✓	✓	✓	✓	✓
Parish Council	✓	✓		✓	✓	✓	
Grand-parents	✓	✓		✓		✓	
Parents of Alumni	✓			✓		✓	

School principals	✓	✓	✓			✓	
Feeder sources	✓	✓	✓			✓	
Neighbors	✓					✓	
Local businesses	✓					✓	
Foundations & Corp.	✓			✓		✓	
Feeder School Teachers		✓	✓			✓	
Doctor & Dental Offices						✓	
Real Estate Offices		✓				✓	
Other Church Parishes & Pastors		✓				✓	

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Appendix B: Sample Attitudinal Survey

Please check your relationship with the school:

☐ parent ☐ student ☐ faculty

☐ grandparent ☐ alumni ☐ other

1. What is your general opinion of the school?

☐ excellent ☐ good ☐ fair ☐ poor

2. Why? _____

_____

3. What do you consider to be the opinion of the general public about the school?

☐ excellent ☐ good ☐ fair ☐ poor

4. Why? _____

_____

5. What do you perceive as being the major strengths of the school?

_____

_____

6. In which areas do you feel the school can improve?

_____

_____

7. Is there anything concerning the school that you would like to discuss that has not been covered in this questionnaire?

_____

_____

For a more extensive image survey, see pp. 43-46 of *A Year-Round Recruitment and Retention Plan* by Marta Monetti-Souply (NCEA, 1990).

Appendix C: Sample Logo, Shield, Combination Mark, Slogan and Key Descriptive Phrases

Logo

Jesuit
NEW ORLEANS

Shield

from Christ the King Parish School

Combination Mark

Slogan

"Young Women Today...
Community Leaders Tomorrow"

Key Descriptive Phrases

PUBLICATION	CONTENT	FORMAT
Recruiting Materials	- Unique qualities - History, Philosophy, Mission - Academic, Athletic, Extra-Curricular programs - Pictures of students - Profile of the school - Admission information - Special programs - Information that will influence the decision-maker	SUGGESTIONS: - 6 panel brochure (8 1/2 x 11) - Profile Sheet (8 1/2 x 11) - Multi-page booklet (8 1/2 x 11) - Newspaper layout (11 x 14 Or 11 x 17) - Catalog layout (all sizes)
Case Statement	I. History, Philosophy, Mission II. Present Day Situation A. Academic programs B. Co-Curricular programs C. Personnel D. Facilities III. Long Range Plan IV. Investment Opportunities V. Advantages to the civic community	SUGGESTIONS: - Multi-page booklet (8 1/2 x 11) - 6 panel brochure (8 1/2 x 11)
School Newsletters	- School news - Pictures, pictures - Projection of school image - School personnel/activities - Awards, honors, achievements - Alumni news - Meaning of development/Progress of Annual Fund - Recognition of volunteers	SUGGESTIONS: -Multi-page newsletter (8 1/2 x 11) -Multi page 11 x 14 layout -Multi page 11 x 17 layout -One page newsletter (8 1/2 x 11)

Annual Fund Brochure	- Mission, History, Philosophy - Goals for Annual Fund - How Annual Fund fits into overall school plan for the future - What the Annual Fund will mean to the school - Suggestions for giving - Profile of the school	SUGGESTIONS: - 6 panel brochure (8 1/2 x 11) - Pamphlet layout (all sizes)
Annual Report	- Mission, History, Philosophy - Letters of appreciation - Financial status - Development Report - Listing of donors - Special donors - Future growth - Future needs	SUGGESTIONS: - Multi-page layout (all sizes) - Single sheet layout (8 1/2 x 11)
State of the School Message	- Highlights of the semester - Affirmation of the mission - Awards, honors, recognition - Goals for the next semester - Key activities and events coming up - Invitation for more involvement	SUGGESTIONS: - Letter form (8 1/2 x 11 or 8 1/2 x 14)
Profile Sheet	- Name, location, address and phone number - Number of faculty members and degrees - Number of students - Tuition and fees - Student/Teacher ratio - Ownership of school - Distinctive qualities of school - Curricular and co-curricular offerings - Other key highlights	SUGGESTIONS: - Single sheet layout (8 1/2 x 11) - 8 1/2 x 11 brochure

Appendix E: School Newsletter Planning Sheet

Name of newsletter _____

Editor _____

Volume _____ No. _____ Date _____

Purpose _____

_____

Theme _____

Audience _____

Circulation _____ Mailing date _____

Writer(s) _____

_____

Photographer(s) _____

Budget range _____

Printer _____

Paper size _____ No. of pages _____

Article ideas _____

_____

Photo ideas _____

Graphic ideas _____

Appendix F: Newsletter Production Schedule

- ☐ school newsletter planning sheet complete
- ☐ article information gathered
- ☐ photos taken
- ☐ thumbnails sketched
- ☐ format and design clear and consistent
- ☐ graphics, clip art and borders chosen
- ☐ articles written
- ☐ articles proofed
- ☐ headlines written
- ☐ final copy prepared
- ☐ layouts completed
- ☐ photos and art cropped and scaled
- ☐ pasteups double-checked
- ☐ newsletter sent to printing source
- ☐ pasteups proofed from printer
- ☐ addressing completed
- ☐ newsletter distributed
- ☐ process evaluated
- ☐ newsletter evaluated

Appendix G: Newsletter Forms

Who's/What's in the News

Person submitting information:

Description of article idea:

Who is involved:

What is involved:

When did, does or will this take place:

Where:

Why:

How:

Newsletter Article and Reporter Writing Schedule

Article topic:

Article title:

Reporter:

Brief outline:

☐ Rough draft attached

☐ Rough draft edited and rewritten

☐ Final copy attached

Newsletter Photo Schedule

Description of photo:

Photographer:

Fits where and how into newsletter:

Need by (date and time):

☐ Horizontal

☐ Vertical

☐ Black and white

Other specifications:

Appendix H: Sample Profile Sheet

MERCY ACADEMY

PROFILE SHEET: 1990-91

Description: Mercy Academy is a private Catholic high school for young women, grades 9-12.

Enrollment: *Total:* 242 Senior Class: 49 Junior Class: 78 Sophomore Class: 51 Freshman Class: 64

Faculty:
- ★ Total: 23, all holding B.A. or B.S. degrees; 60% holding at least one advanced degree
- ★ Mercy Academy has two guidance counselors for college counseling and personal counseling.

Students:
- ★ Mercy Academy student/faculty ratio is 12:1. The average class size is 18-20 students.
- ★ Students come from 36 different elementary schools.
- ★ 90% of our students choose college immediately after graduation.

Accreditation: Southern Association of Colleges and Schools, Southern Association of Independent Schools, Louisiana State Board of Elementary and Secondary Education

Tuition and Fees: *Total:* $2300 Tuition: $1900 Registration: $150 General Fees: $250

School Year: Divided into 2 semesters of 18 weeks, each with 9 week reporting periods

Curriculum:
- ★ College Prep ★ Honors Classes in English, Math, Science and Foreign Language
- ★ 28 credits required for graduation ★ Religion taught each day

Co-Curricular:
- ★ Mercy Academy offers opportunities for spiritual growth through retreats, liturgies, workshops and prayer services.
- ★ 100% of our student body participates in service projects all over the Greater New Orleans community.
- ★ Fine Arts performances include productions in drama, music, choir, art displays, and talent show
- ★ Mercy has 17 clubs and organizations in which students may participate.

Athletics: Mercy Academy students compete in six sports within the Girls Catholic High School Association. Sports at Mercy include:

Volleyball	Basketball
Indoorball	Track
Cross Country	Swimming

Clubs and Organizations: Some of the seventeen clubs and organizations include:

National Honor Society	Mu Alpha Theta	Journalism Club
Student Council	Cheerleaders	Pep Squad
Key Club	Speech and Debate	Prep Quiz Bowl

Information: If you need further information, please call or write:
Frank Donaldson
% Mercy Academy
2020 Calhoun St.
New Orleans, La., 70118
861-8161

Open House: Sunday, October 21, 1990 2:00-5:00 PM

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Resources

BOOKS

Beach, Mark. *Editing Your Newsletter*. Portland, Oregon: Coast to Coast Books, Inc., 1988.

Beach, Mark, Steve Shepro and Ken Russon. *Getting It Printed*. Portland, Oregon: Coast to Coast Books, Inc., 1986.

Berryman, Greg. *Notes on Graphic Design and Visual Communication*. Los Altos, California: William Kaufmann, Inc., 1984.

Danuloff, Craig and Deke McClelland. *The Pagemaker Companion*. Macintosh. Version 4.0. Homewood, Illinois: Dow Jones-Irwin, 1990.

Davis, Frederic and John A. Barry. *Newsletter Publishing with Pagemaker*. Macintosh edition. Homewood, Illinois: Dow Jones-Irwin, 1987.

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Moneti-Souply, Marta. *A Year Round Recruitment and Retention Plan*. NCEA, 1990.

Parker, Roger. *The Aldus Guide to Basic Design*. Seattle: Aldus Corporation, 1988.

———. *Looking Good in Print*. Chapel Hill, North Carolina: Ventana Press, Inc., 1988.

———. *Newsletters from the Desktop*. Chapel Hill, North Carolina: Ventana Press, Inc., 1990.

Pattison, Polly. *How to Design a Nameplate*. Chicago: Ragan Communications, Inc., 1982.

Stangl, Anita. *The One-Person Development Office*. NCEA, 1990.

Strunk, William, Jr., and E.B. White. *The Elements of Style*. Third edition. New York: Macmillan, 1979.
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Topor, Robert S. *Institutional Image: How to Define, Improve, Market It*. CASE, 1986.
White, Jan. *The Grid Book*. Paramus, New Jersey: Letraset, USA, 1987.
Yeager, Robert J. *The Case Statement*. NCEA, 1984.
Zinsser, William. *On Writing Well*. New York: Harper and Row, 1987.

PERIODICALS

HOW: The Magazine of Ideas and Techniques in Graphic Design, F & W Publications, 1507 Dana Ave., Cincinnati, Ohio 45207 (bimonthly).
In-House Graphics, United Communications, 4550 Montgomery Ave., Suite 700N, Bethesda, Maryland 20814 (monthly).
Journal of School Development: A Resource Newsletter about the Latest Trends in Catholic and Private School Development, Institute of School Development, P.O. Box 791237, New Orleans, Louisiana 70179 (quarterly).
Macworld, Macworld Communications, Inc., 501 Second St., San Francisco, California 94107 (monthly).
Newsletter Design, The Newsletter Clearinghouse, 44 West Market St., P.O. Box 311, Rhinebeck, New York 12572 (bimonthly).
PC Publishing, Hunter Publishing Co., Inc., 950 Lee St., Des Plaines, Illinois 60016 (monthly).
Publish!, PCW Communications, Inc., 501 Second St., San Francisco, California 94107 (monthly).
The Wiegand Report: The Working Newsletter for Desktop Publishers, Rae Productions International, P.O. Box 647, Gales Ferry, Connecticut 06335 (8 issues per year).

SOFTWARE

Aldus
411 First Ave. So.
Suite 200
Seattle, Washington 98104
206-628-6600
*Developer of page layout programs such as Aldus Pagemaker, one of the top sellers in the country

Claris
5210 Patrick Henry Dr.
Santa Clara, California 95052
408-987-7000
*Developer of software such as MacDraw, MacPaint and MacWrite

Broderbund Software, Inc.
17 Paul Dr.
San Rafael, California 94903
*A leading developer of software products, including DTP Advisor, a program designed to aid the inexperienced desktop publisher

Dynamic Graphics
5000 N. Forest Park Dr.
Peoria, Illinois 61614
800-258-8000
*One of the leading developers of clip art, electronic clip art (for Mac and DOS) and design art

Metro Imagebase
18623 Ventura Blvd.
Suite 210
Tarzana, California 91356
800-525-1552
*Developer of electronic art

Microsoft Corporation
16011 NE 36th Way
Redmond, Washington 98052
800-426-9400
*A leading developer of computer software programs, including Microsoft Word, a word processing and page layout application

Quark
300 South Jackson
Suite 100
Denver, Colorado 80209
800-356-9363
*Developer of Quark X-Press, a page layout program for the Macintosh computer

Software Publishing
1901 Landings Dr.
Mountain View, California 94039
800-255-5550
*Developer of PFS: First Publisher, a DOS page layout program

T/Maker
1390 Villa St.
Mountain View, California 94041
415-962-0195
*Developer of clip art (for Mac and DOS) and Write Now, a word processing program

WordPerfect Corporation
81 North State St.
Orem, Utah 84057
*Developer of WordPerfect 5.1 and other software

Xerox Desktop Software Division
9745 Business Park Ave.
San Diego, California 98104
800-822-8221
*Developer of Ventura Publisher, an advanced DOS page layout program

Glossary

body copy: the text of the articles

border: the visible horizontal and vertical lines throughout a page

byline: the name of the person who wrote the article

constants: those items in a newsletter that remain the same from issue to issue, such as "From the Principal"

cut: any photo or graphic that "cuts" into the text of the newsletter

cutline: a short description of the photo or graphic, usually appearing under the photo or graphic

dummy sheet: the sheet on which the newsletter articles, pictures, border and illustrations are laid out

folio: the volume, issue number and date

fonts: [illegible] different names of type

footer: printed matter repeated at the bottom of pages, such as the page number

grid: the invisible set of horizontal and vertical lines that help set up the layout of a newsletter

header: items, like the title and page numbers, repeated at the top of pages

headline: the title of an article, sometimes referred to as a "head"

justification: copy that is set flush left, flush right, full or centered

logo: the identification design of the school

layout sheet: a sheet of paper (8½ × 11, 11 × 14, 11 × 17) with pre-printed column guides printed in non-reproducible blue ink, which do not show when the piece is printed

mailer: the part of a newsletter for the return address and mailing label

masthead: a printed block of type with information about the publication that includes the name and address of the school, the names of the people associated with the publication, and how many times a year the publication is printed

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nameplate: the part of the front page that has the name of the newsletter, the subtitle and the logo, usually set in large type

points: refers to the size of type, with 9, 10, 12, 14 commonly used as text sizes and anything over 14 commonly used for headlines

proof: refers to a printout of the newsletter used for proofreading

type style: the different variations that can be applied to a type font, such as boldface, italic, outline, shadow and underline

WYSIWYG: desktop publishing language for "what you see is what you get"

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